RELATED ISSUE 2

Should nations pursue national interest?

Key Issue
To what extent should we embrace nationalism?

Related Issue 1	Related Issue 2	Related Issue 3	Related Issue 4
Should nation be the foundation of identity?	Should nations pursue national interest?	Should internationalism be pursued?	Should individuals and groups in Canada embrace a national identity?

Chapter 5	Chapter 6	Chapter 7	Chapter 8
National Interest and Foreign Policy	**Nationalism and Ultranationalism**	**Ultranationalism and Crimes against Humanity**	**National Self-Determination**
How do national interest and foreign policy shape each other?	How can nationalism lead to ultranationalism?	How can ultranationalism lead to crimes against humanity?	Should national self-determination be pursued?

This chart shows how you will progress through this related issue. Within each chapter, inquiry questions will help guide your exploration of responses to the chapter issue, related issue, and key course issue.

THE BIG PICTURE

Some things in your life are in your personal interest — because they are good for you. Similarly, some things are in a nation's interest because they are good for the nation. But should nations always pursue their national interest? The answer may be that this depends. Do circumstances allow it? Would pursuing the national interest truly benefit the nation? Would this pursuit end up harming another nation?

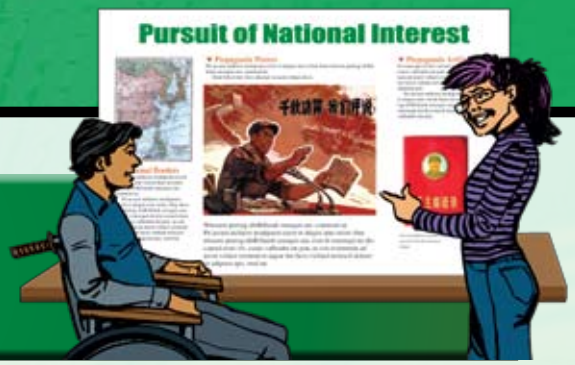
As you progress through this related issue, you will explore answers to these questions and many others. You will discover that ideas about what is in a nation's interest are not always set in stone. Different people often have different views about what is in the national interest — and their views may change over time.

You will also discover that people sometimes get carried away. Nationalist feelings that inspire them to pursue the national interest may not be good for the people of the nation. Their pursuit of national interest may also harm other people and other nations. In rare cases, the pursuit of national interest can even lead to crimes against humanity. How can people know where to draw the line? How can people respond to crimes committed against them? How can people know when pursuing their national interest is truly a good thing?

As you explore this related issue, you will come to appreciate

- that people's opinions on their national interest may vary from nation to nation and from person to person over time
- that nations and nation-states pursue national interest in many ways and for a variety of reasons
- that pursuing national interest can result in both positive and negative effects on the people of a nation
- that when one group pursues its national interest, it may affect other peoples both negatively and positively
- that the pursuit of national interest may involve pursuing national self-determination

Your Challenge



Create a three-panel museum display. The purpose of your display is to explore and present an informed position on the question for this related issue:

Should nations pursue national interest?

Your Museum Display

Imagine that you are a museum curator who has been asked to contribute to an exhibit titled Pursuit of National Interest. You will create a display containing four objects: a map, an example of propaganda, an artifact or a representation of an artifact, and a paragraph that explains how these items show your opinion on the related-issue question.

At the end of each chapter in this related issue, you will complete the skill builder shown on the chart on the facing page. When you have finished all four skill builders, you will assemble and present your display.

As you prepare the materials for your challenge, use the Checklist for Success on this page to make sure your museum display includes everything necessary to be complete.

What to Include

Your museum display will include four items:

- a historical comparison map
- an example of propaganda
- an artifact or a representation of one
- a paragraph

Each item will include a display card. The paragraph will explain how the three items shed light on the related-issue question.

✔ Checklist for Success

My museum display . . .

Knowledge and Understanding	☐ shows my understanding of the pursuit of national interest and related events and issues ☐ states my position on whether national interest should be pursued ☐ includes valid evidence to support my position
Selection, Analysis, and Evaluation of Information	☐ shows that I have used a variety of sources ☐ reflects diverse points of view and perspectives ☐ shows I have effectively selected, analyzed, and evaluated the items in my display
Presentation	☐ presents a clear and consistent message ☐ is suited to my purpose and audience ☐ is supported by graphics and uses technology appropriately ☐ uses appropriate mapping conventions ☐ uses appropriate spelling, grammar, and usage conventions

How to Complete Your Challenge

The items you create for each skill builder will become part of your museum display. Completing these four activities successfully will help you complete the challenge successfully.

As you complete each activity

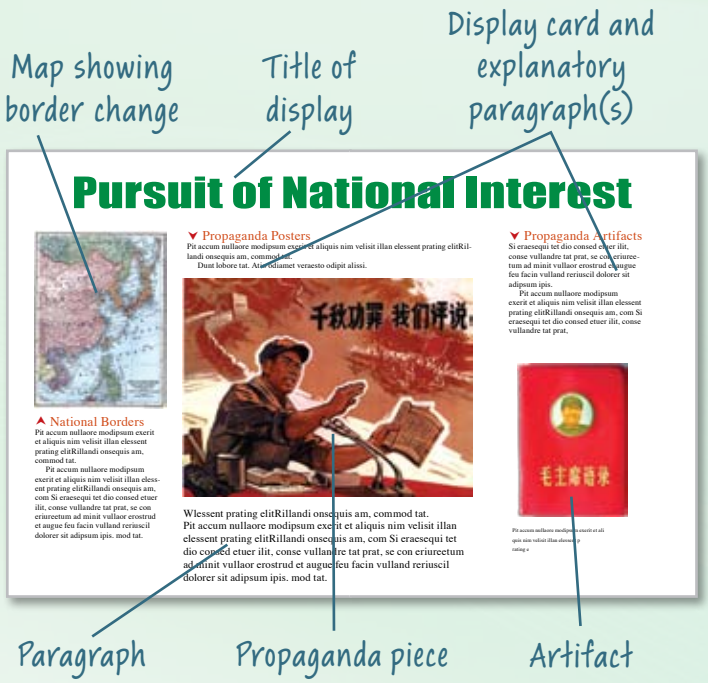
- ask a classmate or your teacher for feedback
- on the basis of the feedback you receive, revise your work to make it more accurate, dynamic, and effective

At the end of Chapter 8, you will assemble your display and participate in a group exhibit with your classmates.

Challenge Tip

Think about museums, art galleries, and other places where you have seen interesting displays. What attracted your attention? What made the displays effective?

Your museum display might look similar to this.



Your Challenge Skill Builders		
Focus of the Skill Builder	**What You Will Do**	**When You Will Do It**
Using and Creating Maps Using historical maps to locate, gather, interpret, and organize information	**Create a historical map** Create a map to show how a border changed because a nation pursued its national interest. Explain who benefited and how, as well as who did not benefit and why.	End of Chapter 5 National Interest and Foreign Policy
Developing Media Literacy Skills Assessing the authority, reliability, and validity of media messages	**Present an example of propaganda** Present an example of visual propaganda, such as a poster, photograph, or cartoon that a nation used in the pursuit of national interest. Explain the message and why it is propaganda.	End of Chapter 6 Nationalism and Ultranationalism
Developing Communication Skills Using an artifact to communicate a deeply held conviction	**Present an artifact** Present or represent an artifact that symbolizes a response to a crime against humanity. Explain what the artifact represents and why you chose it.	End of Chapter 7 Ultranationalism and Crimes against Humanity
Applying the Research Process Developing conclusions based on evidence gathered through research	**Put it all together** Write a paragraph or two explaining how the items in your display show your response to the related-issue question: Should nations pursue national interest? Assemble your exhibit and be ready to explain it to your teacher and classmates.	End of Chapter 8 National Self-Determination

CHAPTER 5

National Interest and Foreign Policy

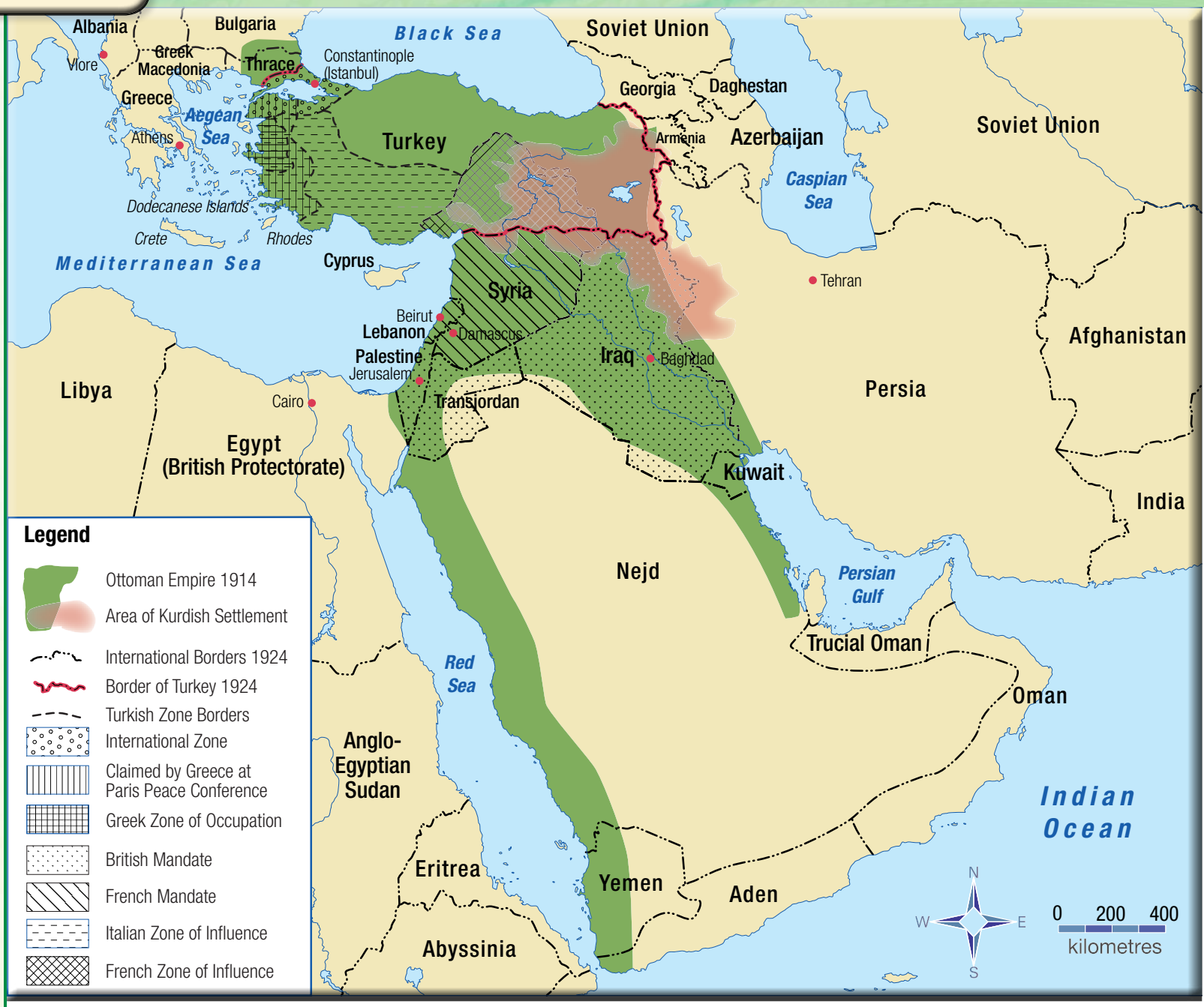


Figure 5-1 This map shows the countries of the Middle East before and after World War I. When the war started in 1914, many of today's Middle Eastern countries were part of the Ottoman Empire. After the war ended in 1918, this empire was dissolved and new countries were created.

CHAPTER ISSUE

How do national interest and foreign policy shape each other?

KEY TERMS

- national interest
- peacekeepers
- peacemaking
- continental shelf
- policy
- domestic policy
- foreign policy
- gross domestic product

When World War I began in 1914, much of the Middle East was part of the Ottoman Empire. This empire included about 14 million Turks. It also included smaller groups, such as Arabs, Armenians, and Kurds.

The Ottoman Empire fought on the side of Germany. When the war ended in 1918, Britain, France, and the United States were the three most powerful countries among the victors. They dissolved the Ottoman Empire and created new countries.

Suddenly, many people in the Middle East lived in new nation-states. The area called Kurdistan, for example, had been home to Kurds, who shared a culture, history, and language. But Kurdistan was divided up among the new countries of Iraq, Persia (now Iran), Syria, and Turkey.

Examine the map of the Middle East on the previous page and respond to the following questions:

- How might the peoples of the old Ottoman Empire have reacted to living in new countries?
- What might Britain, France, and the United States have gained by creating new nation-states in the Middle East?
- What nationalist emotions might the people living in the new countries have felt?

Looking Ahead

In this chapter, you will explore the extent to which national interest and foreign policy shape each other. You will do this by developing responses to the following questions:

- What is national interest?
- How are nationalism and national interest related?
- How has national interest shaped foreign policy?
- How has foreign policy shaped national interest?

My Journal on Nationalism

Jot down words and phrases or sketch some images that express your current ideas about nationalism. Did completing the Related Issue 1 challenge change your view? If so, how? If not, why not? Date your ideas and keep them in your journal, notebook, learning log, portfolio, or computer file so that you can return to them as you progress through this course.

What is national interest?

At some point, someone has probably told you that a particular action is "in your best interests." Perhaps, for example, a coach used this phrase to explain why the rules require you to wear a helmet when you play hockey.

Think about how you decide which actions will best serve your interests now — and in the future. To do this, ask yourself questions such as these:

- How important is my physical safety and personal security?
- How important is my economic well-being and future prosperity?
- How important are my values, beliefs, and culture?

Sometimes, figuring out what is in your best interests is a matter of personal choice. How, for example, did you decide which courses you would take this year? Was your decision based on whether you enjoy the subjects or on whether the subjects would help you prepare for your future career? Or on other criteria?

But deciding what is in your best interests often goes beyond a personal choice. You are a member of a family and a community, so you cannot always make decisions based only on what will benefit you. You may need to consider the interests of your family and your community. When choosing, for example, how you will prepare yourself for a future career, your decision may be affected by your family's needs or the needs of your wider community.

List five personal interests that are the most important to you now. Circle those that you think will still be important to you in five years. Underline those that you think will still be important to you in 10 years. What does this list show about the nature of interests?

Figure 5-2 In February 2008, a Palestinian rocket fired from Gaza hit a home in southern Israel. After the attack, this Israeli mother comforted her son while her daughter looked on. How does this photograph show people's interest in safety and security?

Figure 5-3 In October 2007, this Iraqi woman helped the Red Crescent Society deliver supplies for people in Baghdad. Like the Red Cross, the Red Crescent Society helps people who are suffering. How does this photograph show a commitment to certain values and beliefs?

Figure 5-4 This photograph shows Syrians buying spices in a market in Damascus just before the Feast of Ramadan. Many Syrians share ethnic and civic ties. How does this photograph show people's interest in economic stability and quality of life?

Aspects of National Interest

People who govern democratic communities and nations make decisions based on what is in the interests of their community or nation. Whether a people's nationalism is based on a shared ethnicity and culture or shared beliefs and values, they want certain benefits for themselves and their communities. These benefits — their **national interest** — may focus on one or more of the following:

- economic prosperity — This includes stable employment and a decent standard of living. Governments that act in the national interest try to provide these economic benefits in various ways. They may, for example, pass laws to protect workers. They may also make trade treaties with other countries to increase the country's wealth.
- security and safety — Measures to ensure safety and security include laws that protect citizens within the country. They also include secure borders that can be defended against attack. Governments that act in the national interest try to ensure the personal safety of citizens, peacefully resolve differences with other countries, and control who enters the country.
- beliefs and values — These include people's values and culture. Governments that act in the national interest try to protect and respect the shared worldviews, cultures, traditions, and languages of their citizens.

Changing Views of National Interest

Just as people have different understandings of nationalism, they also have different ideas about what is in the national interest. The Syrians shopping in the market in Figure 5-4 might be concerned about the price and supply of food. But the Israeli girl in Figure 5-2 is probably much more concerned about her government's ability to make sure her family is safe.

National interest is not static and unchanging. Events inside a country, such as a natural disaster or a proposed change in laws, can affect people's opinion about what is in the national interest.

When Mustafa Kemal led Turkey to independence in 1922, for example, he banned wearing headscarves in universities. He wanted to ensure that Turkey would be a secular rather than a religious state, even though more than 90 per cent of the Turkish population is Muslim. In 2008, the Turkish government changed the law to allow women to wear headscarves in the country's universities. This change was controversial. Some people believed the change would promote the values of all Turks. Others believed it would destroy those values.

Events outside a country, such as the sudden flare-up of armed conflict between neighbouring states or the peaceful settlement of this conflict, can also change people's ideas about what is in their national interest.

Figure 5-5 In February 2008, thousands of Turks protested when the country's parliament changed the constitution to allow women to wear headscarves in Turkey's universities. The protesters did not want to allow religious symbols in a public institution. They carried a portrait of Mustafa Kemal Atatürk, who led the country to independence in 1922.

Differing Views of National Interest

People often decide what is in their national interest based on their understanding of nation and national identity. Many Canadians, for example, identify with Canada's reputation as a nation of **peacekeepers** — armed forces that maintain peace by keeping enemies apart until a crisis can be resolved through diplomacy and negotiation. As a result, their decisions about actions that are in Canada's national interest may be based on whether the actions will promote peace in the world.

Other Canadians believe that Canada's peacekeeping role should shift to **peacemaking**, which allows soldiers to use force for reasons other than self-defence. Canada's Armed Forces are fighting in Afghanistan, for example, because the Canadian government decided that this is in the country's national interest.

Some people say that countries today are so closely linked that people must expand the idea of national interest to include global interests. Kofi Annan, former secretary-general of the United Nations, believes that countries should pursue common goals and values. He said, "In the context of many of the challenges facing humanity today, the collective interest is the national interest."

But John Spritzler, a Harvard University research scientist, believes that there is no such thing as common national interests — even within a country. He says that "working class Americans have interests and values that conflict with the interests and values of America's very wealthy and powerful families. What benefits one typically harms the other: high unemployment, job insecurity, low wages."

CheckForward >>>

You will read more about the debate over peacekeeping and peacemaking in Chapters 6 and 10.

Figure 5-6 In August 2007, Corporal Benoit Sorel was welcomed at the Edmonton International Airport by his girlfriend, Ashley Weibe. Sorel and his regiment — Lord Strathcona's Horse — were returning from a tour of duty in Afghanistan.

National Interest and Military Strength

In some countries, people's goals for their national interest may demand a strong military that can defend the country's interests against hostile forces. According to American secretary of state Condoleezza Rice, for example, the United States military "must be able to meet decisively the emergence of any hostile military power."

The government of China also believes that a strong military is essential. This view was reflected in the government-controlled newspaper *China Daily*: "China's military might is meant to safeguard its own security and stability. It is meant to deter the hostile elements of Cold War mentality who attempt to threaten China's national interests with force."

Recall . . . Reflect . . . Respond

1. In your own words, explain the idea of national interest.
2. Which Canadian national interest do you think is most important today? Explain why.
3. Do you think a national government can ever represent the interests of all citizens through a single national policy? Why or why not?

How are nationalism and national interest related?

People's choices are often inspired by loyalty. Suppose, for example, that you feel a strong loyalty to your grandmother. You might be inspired to pursue — follow — a specific course of action because it is in your grandmother's interests. In a similar way, nationalism and national loyalty can inspire people to pursue the national interests of their country or nation.

Nationalism can influence people's ideas about national interest in various ways at different times. This sometimes leads to extreme actions, such as invading other countries to gain territory. Or it may involve building up a country's reputation in the world.

In 2001, for example, China worked hard to persuade the International Olympic Committee to choose Beijing to host the 2008 Olympic Games. China had decided that it was time to show that it had become a world power. The Chinese government believed that hosting the games would improve the country's image in the world. To the Chinese, this was worth the high cost of building sports stadiums and meeting all the other expenses of hosting the Olympics.

The Chinese bid was successful, and for three weeks in the summer of 2008, the world spotlight focused on China. The Chinese people welcomed the opportunity to promote their collective identity and to feel good about themselves. In addition, millions of tourists and sports fans helped the Chinese economy by spending money in the country.

But the Beijing Olympics also provided other people with an opportunity to pursue conflicting national interests. Many people, for example, believe that the Tibetan people, who are controlled by China, have the right to national self-determination. With the world's media on hand for the Olympics, they believed that they had an opportunity to promote this cause.

Staging the Olympics is very expensive, invites protest, and may cause controversy within a country. Why do you think a country would choose to host the games? Express your response in terms of national interest.

Figure 5-7 When Chinese president Hu Jintao visited London, England, in 2005, these young women were part of a group demonstrating to free Tibet from Chinese rule. Many Tibetans believe that being free to govern themselves is in their national interest.

Figure 5-8 In January 2008, Chinese models displayed the uniforms that volunteers would wear at the Beijing Olympics. The Chinese government believed that hosting the Olympic Games was in their country's national interest and would provide an opportunity to showcase China on the world stage.

National Interest and Arctic Sovereignty

National interest often involves claiming sovereignty over territory. China, for example, claimed sovereignty over Tibet in 1950. And in the Arctic, five countries — Canada, the United States, Denmark, Norway, and Russia — claim sovereignty over islands. They also claim rights to the seabed — the bottom of a sea or ocean.

In August 2007, Russia claimed part of the 1800-kilometre Lomonosov Ridge, which runs under the Arctic Ocean. The Russian government claimed that the ridge is part of its **continental shelf** — a gently sloping extension of land that surrounds nearly all continents and lies underwater. Russian scientists mapped part of the ridge, collected soil samples, and planted a flag on the seabed at the North Pole. Planting the flag made a symbolic claim to the natural resources that may be buried there. Canada disputes this claim.

According to the United Nations Convention on the Law of the Sea, countries have sovereignty over 22.2 kilometres of sea beyond their coastline. Countries also control the resources in and under the sea for 370 kilometres from their coast. Proving that the seabed is part of its continental shelf increases the area a country can claim to control.

Two factors highlight the importance of claiming sovereignty in the Arctic. The first is climate change, which is causing Arctic ice to melt quickly. This melting may open the Northwest Passage — a water route connecting the Atlantic and Pacific oceans — to navigation all year round. This would shorten the distance ships must travel between Asia and Europe. Canada claims the Northwest Passage, but other countries dispute Canada's claim.

Find the Northwest Passage in Figure 5-10. Rate the strength of Canada's claim to this sea route on a scale of 1 to 5 (1 = very weak; 5 = very strong). Why would the Canadian government believe it is in Canada's national interest to claim sovereignty over the Northwest Passage?

The second factor that has made Arctic sovereignty an issue is the discovery of rich oil, natural gas, gold, tin, and diamond deposits in the Arctic seabed. The United States Geological Survey, for example, suggests that 25 per cent of the world's undiscovered oil and gas resources may lie in the Arctic.

Figure 5-9 Continental Shelf

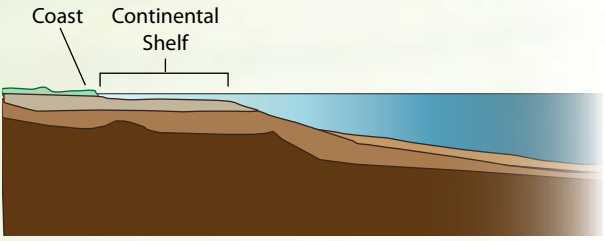
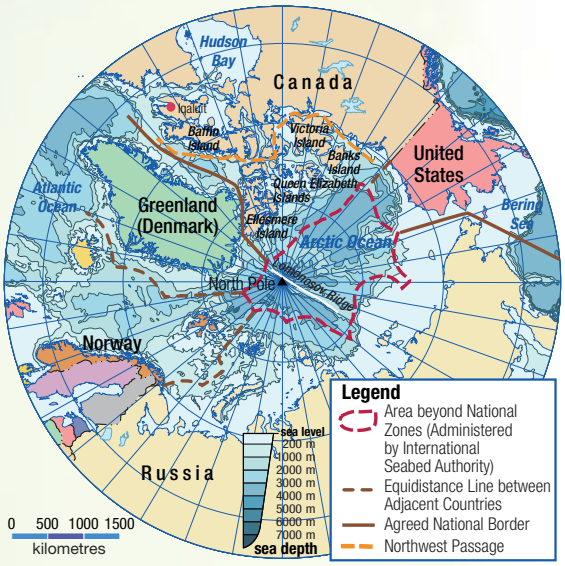


Figure 5-10 The Arctic



To see a different view of the Arctic, turn to the map appendix.

Figure 5-11 Roger Hitkolok of Kugluktuk, Nunavut, is a Canadian Ranger. About 1300 Rangers, who are under the command of the army, provide a Canadian military presence in the Arctic. How might this military presence serve Canada's national interest?

Views on Canada's National Interests in the Arctic

In August 2007, Prime Minister Stephen Harper announced that Canada would protect the sovereignty of its Arctic territory by

- sending new patrol ships to the Arctic
- increasing aerial surveillance in the region
- expanding the Canadian Rangers program
- building a Canadian Forces Arctic training centre in Resolute Bay, Nunavut
- establishing a deepwater docking and refuelling port at Nanisivik, Nunavut

Harper also spoke about the cultural and security aspects of Canada's national interest in the Arctic. He said that even Canadians who have never visited the Arctic feel a sense of "romantic patriotism" about this region. "It's embedded in our history, our literature, our art, our music — our Canadian soul," Harper said. "That's why we react so strongly when other countries show disrespect for our sovereignty over the Arctic . . . Protecting national sovereignty — the integrity of our borders — is the first and foremost responsibility of the national government."

In August 2007, polling firm Angus Reid Global Monitor conducted an online poll to find out what Canadians think about Arctic sovereignty. The results are shown in Figure 5-12. How would you respond to each of the poll questions? Explain your reasons.

Mary Simon is president of Inuit Tapiriit Kanatami, the national organization representing Inuit in Canada. Simon would like the federal government to provide more money for better housing, health care, and education for her people.

She argues that the Arctic is the Inuit homeland and that Inuit have an interest in protecting their borders — and their economic prosperity and culture. Simon said that the Arctic "is a place where people live, where families are raised, where problems need solving, and where resources exist that will continue to nurture people and finance this wonderful place called Canada. We are here and we will stay. We are also here to work with governments as stewards and guardians of this homeland."

Web Connection

To find out more about Inuit Tapiriit Kanatami and about Canada's claims to sovereignty in the Arctic, go to this web site and follow the links.

www.UnderstandingNationalism.ca

Figure 5-12 What Canadians Think about Arctic Sovereignty*

Do you agree or disagree with the following statements?		
Canada should invest heavily in securing sovereignty over its Arctic territory.		
Agree	**Disagree**	**Not sure**
75%	16%	10%
Russia represents a bigger threat than the United States to Canada in matters related to Arctic sovereignty.		
Agree	**Disagree**	**Not sure**
53%	29%	19%
I have confidence in the government of Stephen Harper to secure Canada's Arctic sovereignty.		
Agree	**Disagree**	**Not sure**
44%	43%	13%
Canada should plant a flag on the Arctic's seabed.		
Agree	**Disagree**	**Not sure**
51%	33%	16%

* Figures have been rounded.

Source: Angus Reid Global Monitor, August 2007

Recall . . . Reflect . . . Respond

1. In your own words, express what you think national interest means.
2. Select two areas of national interest that are of special importance for you.
3. For one of the areas you selected in Question 2, create a slogan the government could use to convince Canadians that it is in their best interest to support it.

How has national interest shaped foreign policy?

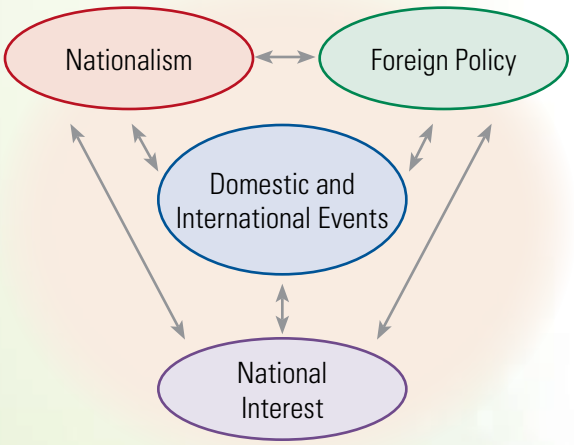
A **policy** is a plan of action that has been deliberately chosen to guide or influence choices and decisions. Your school, for example, probably has policies to guide decisions about what is in the interests of students and staff. One policy may state that students and staff must treat each other with dignity and respect. Other policies may deal with rules about plagiarism and attendance.

A country's government is responsible for developing both **domestic policy** and **foreign policy**.

- Domestic policy — Guides decisions about what to do within the country. In Canada, domestic policy may guide decisions about changing federal laws. In 2007, for example, the government decided it was in Canadians' national interest to pass a law making it illegal to copy movies for sale or rental.
- Foreign policy — Guides decisions about official relations with other countries. Foreign policy, which is often called external relations or foreign affairs, may involve co-operating with international organizations such as the United Nations. Canada, for example, is among the top 10 donors to the United Nations Development Programme, UNICEF, and the World Health Organization. Canada provides the UN with more than $600 million dollars a year.

Some Effects of Foreign Policy

Figure 5-13 Nationalism, National Interest, and Foreign Policy



Foreign policy decisions may have short-term effects on a small number of people or long-term effects on millions of people. Some foreign policy decisions made at the end of World War I, for example, are still affecting the world today. Many people believe that today's conflicts in Middle Eastern countries can be traced directly to the foreign policy decisions of the United States and European countries as they pursued their national interests at the end of World War I.

Figure 5-13 shows how domestic and international events shape — and are shaped by — nationalism, the pursuit of national interest, and foreign policy. All can awaken nationalist feelings. These nationalist feelings can cause citizens to revise their opinions about what is in the national interest. When citizens' ideas change, governments may respond by changing their foreign policies.

With a partner, examine Figure 5-13. Then think about Canada's policy of pursuing its claim to the Northwest Passage. Create a similar diagram, but write "Claiming the Northwest Passage" in the bubble that is labelled "Foreign Policy." In the other bubbles, record specific ways that Canada's policy of claiming the Northwest Passage shapes — and is shaped by — nationalism, domestic and international events, and national interest.

National Interest and World War I Peace Settlements

World War I was fought in Europe, the Middle East, Asia, and Africa. On one side were the Central Powers, led by Germany. On the other were the Allies, led by Britain. The world had never experienced such a wide-ranging and deadly war. Millions of people died, and the financial cost was enormous.

Before World War I, nationalism had flourished in Europe. Many historians believe that nationalism and people's decisions about what was in their national interest helped cause the war.

European governments, for example, believed that expanding their territory in Europe and in their colonies was in their national interest. Their foreign policies involved forming alliances with other European countries. Members of these alliances agreed to help one another when one country was threatened. This system of alliances was one reason so many countries entered the war so quickly.

Most people affected by World War I had no say in the decision to go to war. Canada, for example, was part of the British Empire, and Britain still controlled Canada's foreign policy. So when Britain declared war in 1914, Canada was automatically at war, too. The same thing happened to people who lived in the Ottoman, Russian, and Austro-Hungarian empires. They were at war when their rulers declared war. Their individual and national interests were not considered.

World War I lasted four years and finally ended when an armistice — truce — was declared at 11 a.m. on November 11, 1918.

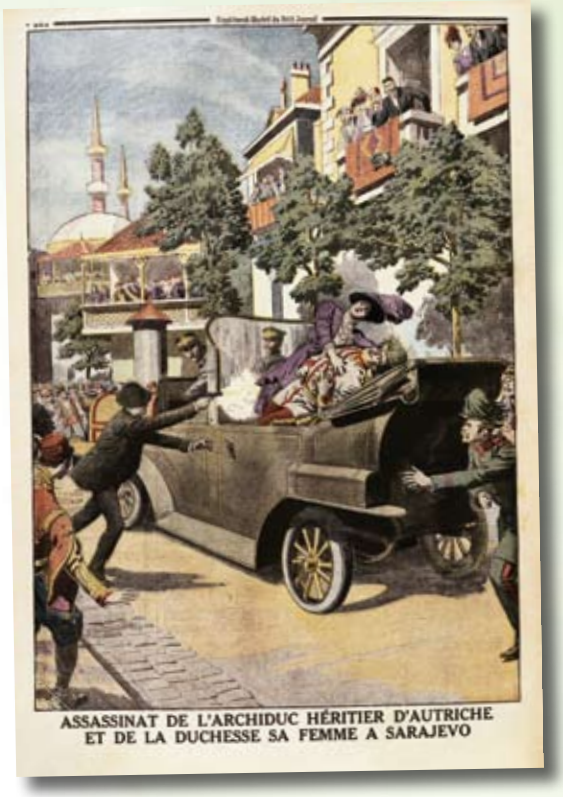


Figure 5-14 Gavrilo Princip, a Serbian nationalist, assassinated Archduke Franz Ferdinand of Austria-Hungary and his wife during a visit to Sarajevo, capital of Bosnia and Herzegovina. Like Serbia, Bosnia and Herzegovina was part of the Austro-Hungarian Empire. Princip's action sparked the events that drew members of European alliances into war with one another as each country tried to protect its national interests.

Treaty Negotiations in France

The peace talks took place in Paris, France, from 1919 to 1920. At these talks, the leaders of the various countries focused on the same issues that had started the war: sovereignty and territory, economic interests and security, and nationalism and national identity.

The victorious Allies, especially Britain and France, wanted to punish Germany. Prime Minister David Lloyd George of Britain, Prime Minister Georges Clemenceau of France, and President Woodrow Wilson of the United States led the most powerful Allied countries. As a result, they made many of the treaty decisions. These decisions had far-reaching effects on millions of people.

The Treaty of Versailles was the treaty that involved Germany. Harsh financial, military, and territorial penalties were imposed. The treaty required Germany

- to reduce its military strength
- to pay war reparations to compensate the Allies for the costs of the war
- to give up territory in Europe, as well as all its colonies
- to accept responsibility "for causing all the loss and damage" that had affected the Allies

FYI

Canadian troops made an important contribution to the Allied victory. So when World War I ended, Canada's prime minister, Robert Borden, demanded — and won — the right to attend the Paris Peace Conference and sign the peace treaty as an independent country. Many historians believe that Canada's sense of independence and nationhood was born on the battlefields of World War I.

MAKING A DIFFERENCE

Woodrow Wilson — Visionary or Dreamer?

Figure 5-15 The three most powerful men at the peace conferences in Paris were British prime minister David Lloyd George (left), French prime minister Georges Clemenceau (centre), and American president Woodrow Wilson (right).

As World War I raged in January 1918, American president Woodrow Wilson drew up a plan for ending the war. Wilson also wanted to lay the groundwork for a long-lasting peace. Wilson called his plan the Fourteen Points.

Wilson believed that the Fourteen Points would make the world safe "for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, and be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression."

Under Wilson's plan, countries would

- negotiate treaties and alliances openly rather than in secret
- navigate the seas freely without fear of attack
- engage in equal trade with as few barriers as possible
- require only as many war weapons as countries needed to protect their security

Wilson's plan also called for colonized peoples to be consulted when colonial claims were decided. In addition, when borders between countries were drawn, peoples' sense of nation was to be taken into account.

Wilson's Fourteen Points did not require Germany to pay reparations, and German leaders supported Wilson's plan. But the Allies began to change the plan soon after the armistice was signed. They wanted Germany to pay reparations to the victors and accept guilt for starting the war.

Many Germans were bitterly disappointed by these changes — and this disappointment sparked the lasting bitterness that would become one of the causes of World War II.

One of Wilson's key proposals called for the creation of the League of Nations. This international organization would ensure "political independence and territorial integrity to great and small states alike." Rather than just keep a balance of power between equally armed enemies, the League of Nations would ensure that countries co-operated to ensure the safety and security of all.

Some people called Wilson a dreamer. They said that he had not thought about how his plans would work in the real world. French prime minister Georges Clemenceau, for example, called Wilson's plan "the fourteen commandments of the most empty theory." Other critics said Wilson's idea for the League of Nations did not take into account longstanding nationalist fears and hatreds that would keep countries from trusting their security to an outside organization.

In the end, political opponents in Wilson's own country turned public opinion against him. The United States Senate refused to sign the Treaty of Versailles or join the League of Nations.

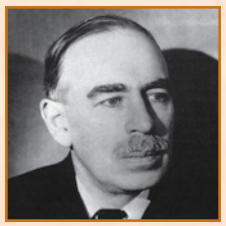
EXPLORATIONS

1. Examine the summary of Woodrow Wilson's Fourteen Points and identify one reason strong nationalists might object to each point listed.
2. If you were asked to add two more points to Wilson's list, what would they be? Explain how your points would help achieve peace in the world.
3. Examine the title of this feature. Would you call Wilson a visionary or dreamer? Why?

THE VIEW FROM HERE

The Treaty of Versailles was controversial. Some people believed that it was too harsh and would cause too much hardship for the German people. Other people believed that it was too easy on Germany. They feared that Germany would be able to rebuild its military strength. Today, historians still argue about whether the treaty led to the rise of Hitler and the Nazis and to World War II.

Here are three different views of the Treaty of Versailles.



In 1919, **John Maynard Keynes**, who would later help shape international economic policies, was part of the British delegation at the Paris Peace Conference after World War I.

> The treaty [of Versailles] includes no provisions for the economic rehabilitation of Europe — nothing to make the defeated Central empires into good neighbours . . . If we take the view that Germany must be kept impoverished and her children starved and crippled, vengeance, I dare predict, will not limp. Nothing can delay that final war that will destroy the civilization and progress of our generation.

In 2001, Canadian historian **Margaret MacMillan** published an award-winning book, *Paris 1919*, which examined how peace was negotiated after World War I ended.

> Hitler did not wage war because of the Treaty of Versailles, although he found its existence a godsend for his propaganda. Even if Germany had been left with its old borders, even if it had been allowed whatever military forces it wanted . . . [Hitler] would still have wanted more.

Figure 5-16 In 1938, members of the **Nazi Party** demonstrated in Berlin on the anniversary of the signing of the Treaty of Versailles. Their banner says "Day of Versailles, Day of Dishonour."

EXPLORATIONS

1. Explain how the photograph of the 1938 demonstration in Germany illustrates many Germans' view of the Treaty of Versailles.
2. How are Margaret MacMillan's and John Maynard Keynes's views similar? How are they different?
3. If you had been at the Paris peace talks, what position would you have taken on whether Germany should take the blame for World War I and pay reparations? Explain your reasons.

National Interests after World War I

During World War I, many Canadians believed that fighting the war was in their national interest. But once the war ended, they turned their attention to domestic concerns.

During the war, many Canadians had found work in factories that made war weapons, ammunition, and equipment. After the war, these products were no longer needed. Many people lost their jobs, and many returning veterans had trouble finding work. Domestic policies became more important than foreign policies.

Other countries also became more concerned with domestic issues. Belgium and France were deeply in debt. Most of the fighting had taken place within their borders, and they needed to rebuild. The British economy, too, was suffering.

The Allies' domestic concerns meant that they became less interested in enforcing the Treaty of Versailles. The French, who had the most to gain, could not enforce it on their own.

CheckForward >>>

You will read more about the situation after World War I in Chapter 6.

National Interests in the Middle East

Before World War I, the Turkish rulers of the Ottoman Empire had focused on their own national interests. Arabs in the empire shared traditions, religion, language, and history — and often suffered persecution at the hands of the Turks.

During the war, Arab nationalism grew. The Arab peoples of the Ottoman Empire wanted self-government. To promote their national interests, Arabs helped the Allies fight the Turks and Germany in the Middle East. In return, they were promised an independent Arab homeland.

Prince Emir Faysal led Arab fighters against the Turks and helped the British gain control of Palestine in 1917. But he did not know that Britain and France had secretly agreed to divide up the Middle East and control it themselves. In 1919, Faysal travelled to Paris to try to persuade the treaty negotiators to keep their promise to his people. But he did not succeed.

If you were an Arab who had been promised self-government after World War I, how do you think the broken promises of Britain and France might have affected your feelings of nationalism? Your attitude toward these countries?

Figure 5-17 Henry McMahon (top) and Prince Emir Faysal (bottom).

Arab Self-Government

A British Perspective

I am directed by the Government of Great Britain to inform you that you may rest assured that Great Britain has no intention of concluding any peace in terms of which the freedom of the Arab people from German and Turkish domination does not form an essential condition.

— Henry McMahon, British high commissioner in Egypt, in a letter to an Arab leader, 1915

An Arab Perspective

The Arabs have long enough suffered under foreign domination. The hour has at last struck when we are to come into our own again . . . Why should not the Arabs rule the country where they live and have lived for countless generations? Why should we not be masters in our own house?

— Prince Emir Faysal, in a speech he made to the Paris Peace Conference, 1919

National Interest and Policy in the Middle East

The Treaty of Versailles was not the only treaty negotiated among countries that had fought in World War I. Other treaties gave France control over the territory and the peoples of Syria and Lebanon. Britain was granted control over the territory and peoples of Cyprus, Iraq, and Palestine, which included Transjordan. Today, much of Palestine has become Israel and the country of Jordan has emerged out of Transjordan.

Although the United States was not involved in controlling the Middle East, President Woodrow Wilson supported Britain and France. At the negotiations in Paris in 1919, neither he nor Clemenceau nor Lloyd George paid much attention to the promises that had been made to the Arab people. The three leaders were not concerned about the national interests of the Middle Eastern peoples who would be affected by their actions. They were concerned only with their own national interests.

Before World War I, gasoline-powered motor vehicles were still unusual. As a result, demand for oil was low.

The war changed this. Oil was used to fuel the ships, airplanes, tanks, and motor vehicles used by all sides. By the time the war ended, oil was an important resource in the world — and the Middle East was rich in oil.

France and Britain believed that if they controlled the Middle East, they would control an important source of oil. And controlling oil was in their national interest. This was one reason they broke their promise to ensure that Arabs achieved an independent homeland.

Arab nationalists were outraged by what had happened. They became even angrier when the British passed the Balfour Declaration, which promised to set up "a national home for the Jewish people in Palestine." Arab nationalists viewed these actions as a betrayal of promises that had been made to them.

Figure 5-18 Even before World War I, British companies had begun drilling for oil in Persia, which is known today as Iran. In this photograph, workers with the British-owned Anglo-Persian Oil Company operate an oil derrick in Persia in 1909. Most of the wealth from this early oil production went to foreign investors rather than to Persians.

Figure 5-19 An Iranian oil worker repairs a pipe at an oil refinery in Tehran in 2000. Iran has one of the largest oil reserves in the world.

Recall . . . Reflect . . . Respond

1. In your own words, explain the meaning of national interest, nationalism, foreign policy, and domestic policy.
2. If you were creating a mind map to show how the four ideas you explained in Question 1 are related, which idea would you place at the centre? Explain your choice.
3. In *Paris 1919*, historian Margaret MacMillan wrote: "The peacemakers of 1919 made mistakes . . . By their offhand treatment of the non-European world, they stirred up resentments for which the West is still paying today . . . In the Middle East, they threw together peoples, in Iraq most notably, who still have not managed to cohere into a civil society."

   Explain how the foreign policies of Britain and France after World War I — as well as their pursuit of their national interest — might have helped create the resentments MacMillan identified.

GEOREALITY

Oil and National Interests in Iraq

Before World War I, the world had paid little attention to the country that is now known as Iraq. But during the 20th century, geography — in the form of vast oil reserves — would make Iraq more and more important on the world stage.

Iraq and Oil

Some experts estimate that nearly 25 per cent of the world's oil reserves are located in Iraq. This resource could provide economic prosperity for the country's 27.5 million people. But oil has not brought prosperity to Iraqis. From the end of World War I to the present, the struggle to control Iraq's oil has caused wars, civil conflict, and invasions.

The most recent invasion took place in March 2003, when Iraq was attacked by 300 000 soldiers from the United States, Britain, and a coalition — alliance — of other countries. The British and American governments said the purpose of the invasion was to protect their countries' national security by getting rid of Iraqi dictator Saddam Hussein and destroying Iraq's weapons of mass destruction — WMDs.

Saddam was captured and executed, but no WMDs were found. Five years later, about 150 000 coalition troops remained in Iraq, along with more than 100 000 people who worked for private military contractors.

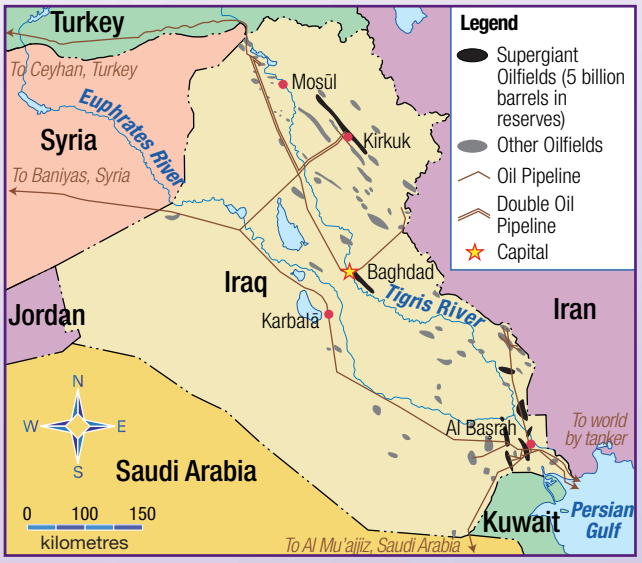
Iraq after World War I

Iraq was one of the new Middle Eastern countries that the Allies carved out of the former Ottoman Empire after World War I. These new countries were created to serve the national interests of Britain and France. Middle Eastern oil was needed to fuel their cars, trucks, factories, and military vehicles.

Over the course of the 20th century, many countries came to depend on oil produced in Iraq and other Middle Eastern countries. In 1990, Saddam started the Persian Gulf War when Iraqi forces invaded neighbouring Kuwait. Saddam wanted to take over that country's oil fields. The United Nations condemned the invasion, and a U.S.-led coalition drove Saddam's forces out of Kuwait.

After that, Saddam was rumoured to be stockpiling WMDs to use against Israel and other countries. Though Saddam denied the rumours, the UN sent inspectors to search for these weapons.

Figure 5-20 Iraq



To see Iraq in the world, turn to the map appendix.

Figure 5-21 Iraq — 1920 to 2005

1920	1932–1979	1979	1980–1988	1990	1991	1991-2003	2003	2005
Britain controls Iraq after World War I	Iraq gains partial independence but internal struggle for control continues	Saddam Hussein seizes power and becomes dictator	Iraq is at war with Iran	Persian Gulf War begins when Iraq invades Kuwait	Iraqi forces are driven out of Kuwait by U.S.-led coalition of United Nations forces	U.S. and Britain repeatedly accuse Saddam of building weapons of mass destruction	U.S., Britain, and other countries invade Iraq and establish a coalition government	Elections take place in Iraq

U.S. National Interest and Foreign Policy

On September 11, 2001, hijackers working with al-Qaeda flew two passenger jets into the twin towers of the World Trade Center in New York. A third hijacked plane hit the Pentagon — the Washington headquarters of the American military — and a fourth crashed in a Pennsylvania field when passengers resisted the hijackers. Nearly 3000 people died in the attacks.

These attacks made many Americans fear for their safety. In response, President George W. Bush announced a "war on terror." He vowed to track down al-Qaeda leader Osama bin Laden and members of the network.

Bush also said that Saddam planned to sell WMDs to al-Qaeda. By March 2003, Bush had convinced many Americans that invading Iraq was in their national interest. American forces were joined by Britain and some other countries. But the UN inspectors had found no WMDs — so the UN refused to support the invasion. Without UN approval, Canada and other countries refused to join the invasion. Still, the invasion went ahead.

Some people defended the invasion, saying that Americans would not be safe until Iraq was no longer a dictatorship. Others argued that the real American national interest was not security. They said it was control of Iraq's large oil reserves. And many people also argued that the invasion was designed to offer business opportunities to large American companies. These companies sell goods to Iraqis and have won contracts to rebuild Iraq's ruined schools, roads, homes, and hospitals.

By 2007, opinion polls in the Unites States showed that a majority of Americans opposed the war in Iraq and did not believe that keeping troops in Iraq increased their security.

Iraqi National Interest and Foreign Policy

By the end of 2007, Saddam had been deposed and executed, and Iraqis had elected a government. But safety and security were still major concerns.

Every day, Iraqis experienced deadly violence as coalition, ethnic, and religious forces clashed. In 2006, 34 452 Iraqi civilians were killed and more than 36 000 were wounded. By September 2007, the continuing violence had driven more than four million Iraqis from their homes.

The conflict interfered with Iraqis' security and economic prosperity. The country's **gross domestic product** — the value of all goods and services produced in a country every year — was only $1900 a person. By comparison, Canada's GDP was $35 700 a person.

Angelo Gnaedinger of the Red Cross summarized what the invasion has meant: "Bombings, suicide attacks, shootings, abductions, murders, the destruction of civilian property, and forced displacements are a daily reality for millions of Iraqis."

A 2006 opinion poll conducted in Iraq found that about 90 per cent of respondents believed that they had been better off before the invasion. About 70 per cent wanted coalition forces to leave the country.

Iraq's oil is worth hundreds of billions of dollars, but in 2008, factions inside and outside the country continued to struggle to control this resource.

Figure 5-22 Scenes like these were common in Baghdad in 2007. In one street, children played soccer; in another, a car bomb killed five people and wounded 20 more.

EXPLORATIONS

1. Examine the timeline in Figure 5-21. Choose three events and explain whose national interests were involved in each.
2. Write a paragraph to explain how the developed world's need for oil created — and destroyed — Iraq.
3. Is pursuing the economic and security interests of one country an appropriate reason for that country to invade another country? Is there a right or wrong answer to this question? Explain your response.

Figure 5-23 The Canadian government declared September 14, 2001, a National Day of Mourning for the people who died in the September 11 attacks. In Ottawa, nearly 80 000 people attended a rally on Parliament Hill. How did the attacks affect Canadians' views of Canada's national interests and foreign policies?

Figure 5-24 In October 2007, protesters staged a peace rally — "Canada Out of Afghanistan: Bring the Troops Home Now" — on Parliament Hill. What foreign policies do you think these Canadians wanted the government to follow?

Should Canada ever sign a treaty that sends its citizens to war because another country is attacked?

How has foreign policy shaped national interest?

Picture nationalism, foreign policy, and national interest as a web that is complex and changes constantly. The pursuit of national interest often shapes foreign policy, but foreign policy can also shape the pursuit of national interest. A government's foreign policies can affect its citizens' safety and security, their economic future, and their values and culture.

When Austria-Hungary declared war on Serbia in 1914, for example, that foreign policy decision affected the personal security, economic prosperity, and culture of everyone in the Austro-Hungarian Empire for decades to come. When Britain declared war on Austria-Hungary and Germany, that foreign policy decision affected the security, prosperity, and culture of Canadians, as well as British citizens.

9/11 and Canada in Afghanistan

The 9/11 attacks on the United States killed nearly 3000 people, including 24 Canadians. After the attacks, military and security experts believed that Osama bin Laden and other al-Qaeda members were hiding in Afghanistan. They said that Afghanistan's Taliban rulers were protecting them. The Taliban is a militant group whose members believe that people should follow a strict Muslim code of behaviour.

After the attacks, the United Nations agreed that the United States and its allies could invade Afghanistan. The goal was to destroy the Taliban regime and track down bin Laden. Han Seung-soo, president of the UN General Assembly, said that the 9/11 attacks threatened international peace and security — and the United States had "the inherent right of individual or collective self-defence as recognized by the Charter of the United Nations."

The UN authorized the North Atlantic Treaty Organization — NATO — to organize the Afghan mission, which started in 2001. As part of its foreign policy after World War II, Canada had helped found NATO. The NATO treaty says that an attack on one member country is the same as attacking all NATO members. Because the United States had been attacked, forces from Canada, Britain, and other NATO members joined the U.S. in the mission to Afghanistan.

The Taliban government was defeated, and Canadian forces helped keep peace while a new government was formed. But when the United States invaded Iraq in 2003, many of the American troops in Afghanistan were reassigned to Iraq. This reduced the size of the NATO force. To make up for this, other countries, including Canada, increased the size of their forces in Afghanistan. Canadian forces also expanded their role to include active combat.

Debate over Afghanistan

Sending more Canadian troops to Afghanistan — and involving these troops in active combat — represented a controversial change in Canada's foreign policy.

As the fighting in Afghanistan continued, Canada and its NATO allies realized that they must work harder to help Afghans build a democratic, self-sufficient society. In addition to making the country more secure, the NATO mission's goals included rebuilding Afghanistan's economy, political processes, armed forces and police, and humanitarian and medical facilities.

But these goals were difficult to achieve. Al-Qaeda and the Taliban recruited guerrillas — independent armed forces that fight against government forces — to disrupt the lives of the Afghan people and fight the NATO forces.

By the end of May 2008, 83 Canadian soldiers and one diplomat had been killed in the fighting, and it looked as if the death toll would continue to rise. The financial cost was also high. It was expected to reach $3.5 billion by early 2009.

The continuing conflict sparked debate in Canada over how long Canadian troops should stay in Afghanistan — and whether they should stay at all. Canadian politicians disagreed over how to resolve this foreign policy issue. New Democratic Party leader Jack Layton believed that a military role was "not the right mission for Canada." He said that Canadians wanted a foreign policy that is "rooted in fact, not fear" and "leads the world into peace, not follows the U.S. into wars."

But Michael Ignatieff, deputy leader of the federal Liberals, disagreed. He said that Canada and its NATO allies were helping "at the request of the Afghan people." And Prime Minister Stephen Harper said that helping in Afghanistan was in Canada's national interest. "Because as 9/11 showed, if we abandon our fellow human beings to lives of poverty, brutality and ignorance, in today's global village, their misery will eventually and inevitably become our own," Harper said.

When Afghan president Hamid Karzai visited Canada in 2006, he thanked Canadians for their help and told Parliament that Canada had made a great difference in the lives of millions of Afghans who were trying to rebuild their war-torn country.

Web Connection

To find out more about the duties and experiences of Canadian forces in Afghanistan, go to this web site and follow the links.

www.UnderstandingNationalism.ca

Figure 5-25 This cartoon by Michael de Adder appeared in the *Halifax Daily News* in April 2007. What do you think the cartoonist is saying about the debate over Canada's foreign policy with respect to Afghanistan?

Figure 5-26 In September 2006, Afghan president Hamid Karzai received a standing ovation when he spoke to the Canadian Parliament. Karzai expressed his thanks and asked for Canadians' continued support.

Canadians' Concerns

According to Canadian Women for Women in Afghanistan, a Calgary-based organization, the debate about Canada's role in Afghanistan revolves around the following issues:

- the validity of Canada's mission
- the financial cost of the mission
- the combat role of Canadian forces
- the threat to the lives of Canadian forces
- the relationship with the other forces operating in Afghanistan
- the length of the mission

Figure 5-27 On September 21, 2005, workers in Afghanistan's Wardak province counted the ballots cast in the Afghani parliamentary election. This is the second parliamentary election in the country's history. The first took place in October 2004.

Some people believe that the challenge for Canadian forces in Afghanistan involves their dual role. One day, they are fighting — and the next, they are trying to win Afghans' hearts and minds. Canadians hold many points of view and perspectives on the role Canadian forces should play. Some believe that Canadian forces should engage in combat, while others believe that they should stick to peacekeeping. Still others believe that Canadian forces should withdraw completely.

Afghans' Concerns

Canadian Women for Women in Afghanistan also describes the collective and national interest concerns that are most important to Afghans. Safety is one of the main concerns. Once Afghans feel secure, they can work toward rebuilding the country's economy.

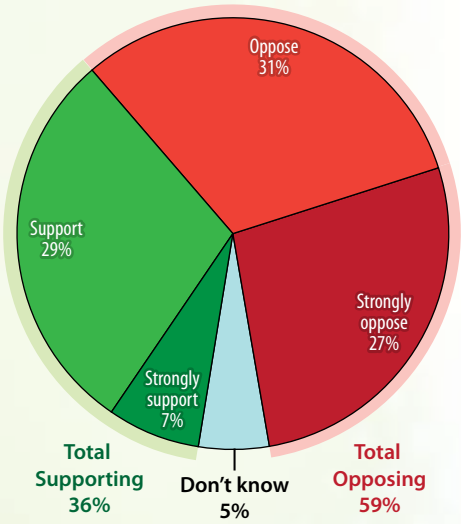
In a news release, the Canadian group said: "Afghans, more than anything else, want peace. They want opportunities for their children. They want the right to dream of their country without guns, tanks and loss of human life. They want to be able to walk in their streets without fear of attack. They want to farm their fields without the risk of landmines. They want jobs and schools. For all of these things, they need security."

In Afghanistan, the life expectancy at birth is 43 years. In Canada, it is 80.3 years. The unemployment rate in Afghanistan is 40 per cent. In Canada, it is about 6 per cent.

After 25 years of war, bloodshed, and suffering, many Afghans want to be free to decide for themselves what their country will be like. They want other countries to understand that they are the best people to decide what their national interests are and which domestic and foreign policies would benefit their people.

Examine the information in Figure 5-28 and think about the ideas you have explored in this chapter. Compose an e-mail message telling the government of Canada what foreign policy it should pursue in Afghanistan. In your message, explain the reasons for your judgment.

Figure 5-28 Canadian Opinion on Sending Troops to Afghanistan, July 2007 *



* Figures have been rounded.

Source: The Strategic Counsel

National Interests and Women's Rights

When the Taliban controlled Afghanistan, girls were not allowed to go to school and women were not allowed to have careers. To change this situation, Afghanistan's new NATO-backed government set up a ministry of women's affairs. This ministry's goal is to ensure that Afghan women have the same opportunities as men.

Members of the Taliban disapproved of the ministry — and threatened people who worked there. In September 2006, the Taliban assassinated Safia Ama Jan, a ministry official.

Sima Samar was Afghanistan's first minister of women's affairs. In 2007, she headed the Afghanistan Independent Human Rights Commission. In that role, she helped monitor the progress of government agencies and other institutions in putting into practice human rights laws and policies.

Samar said that changing Afghanistan will take time. "We started in 2001 with no systems at all," she said. "We have accomplished a lot . . . Democracy is a process — it doesn't come because you shout at it. You have to deal with the weak points and you can't have it without the participation of half the population [women]."

Figure 5-29 When the Taliban ruled Afghanistan, Sima Samar, a doctor, ran clinics and schools for girls and women. As a result, she received death threats. She responded to the threats by saying, "Go ahead, hang me in the public square and tell the people my crime — I was giving papers and pencils to the girls."

Taking Turns

Has Canadian foreign policy in Afghanistan supported the national interests of the Afghan people?

The students responding to this question are Pearl, who lives in St. Albert and whose great-great-great grandfather immigrated from China to work on the Canadian Pacific Railway; Jean, a Francophone student who lives in Calgary; and Violet, who is a member of the Paddle Prairie Métis Settlement.

Pearl

We need to do more to help girls and women in Afghanistan. Sima Samar's story shocked me. Can you imagine not being able to go to school just because you're a girl? And getting death threats because you are trying to help women change their lives? Canadian foreign policy in Afghanistan should help Afghan women learn about — and enjoy — their human rights.

I think that we should get out of Afghanistan — right now. I don't agree with our government's foreign policy. We aren't really helping the Afghan people; we're fighting with them. How about practising some of those Canadian peacekeeping values here at home? We need to take care of our own national interests first; then maybe we can go and help people in other countries.

Jean

Violet

My big brother is in the Princess Patricias, and he did a tour in Afghanistan. I support Canada's foreign policy on Afghanistan and the work that Canadian troops are doing over there. They're taking care of our national interests because they're making the world safer for everyone. I'm proud of my brother because he tried to help the Afghan people enjoy the kind of freedoms that we take for granted in Canada.

Your Turn

How would you respond to the question Pearl, Jean, and Violet are answering? Do views they did not mention influence your response? What does this discussion show about the difficulties of balancing foreign policy decisions and national interest?

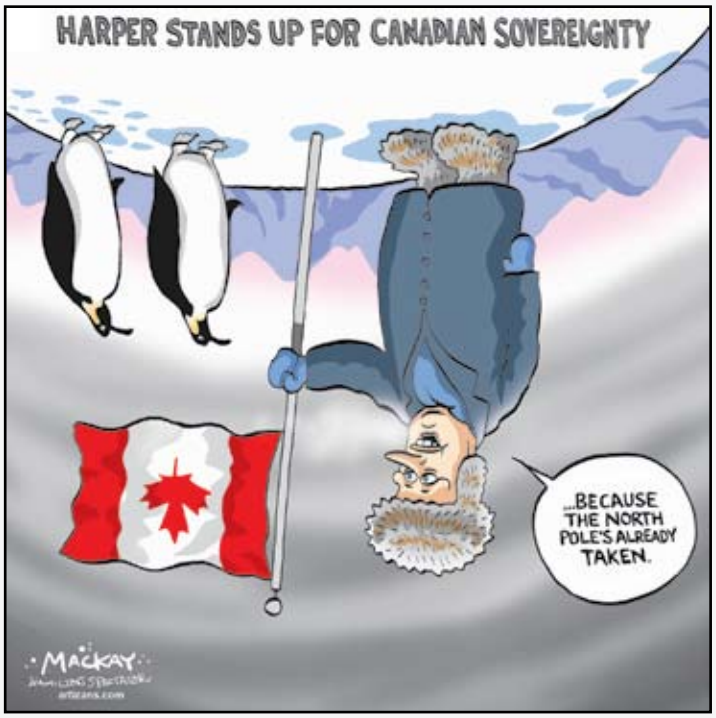
THINK...PARTICIPATE...RESEARCH...COMMUNICATE...

1. With a partner, create a chart like the one shown on this page. An example has been partly filled in to help you get started.
   a) In the first column, list five priorities (e.g., Arctic sovereignty) that you believe governments in Canada should actively pursue because they are in the national interest.
   b) In the second column, provide several reasons for each choice.
   c) In the third column, list the stakeholders affected by each choice.
   d) In the fourth column, identify one government action or strategy that could help promote the priority.
   e) Compare your chart with that of another pair. Revise your chart to reflect changes in your views as a result of this discussion.

Canada's National Interests			
Priority	Reasons for Choice	Stakeholders	Action or Strategy
1. Arctic sovereignty	To protect Canada's claim to the Northwest Passage	All Canadians, but especially Inuit	Station more Canadian forces in the Arctic
2.			

2. Examine the cartoon in Figure 5-30. It explores Canadian national interests and the North. Respond to the questions that follow or create your own cartoon commenting on the extent to which national interests should be pursued. If you choose to create your own cartoon, remember to be sensitive to the feelings of others and not to use hurtful stereotypes or caricatures.
   - What "story" is the cartoonist telling?
   - How does this story reflect a Canadian national interest?
   - What position on the national interest do you think the cartoonist is taking? As evidence, cite specific references in the cartoon.
   - What sense of Arctic sovereignty as a national interest do the scene and setting evoke?
   - Do you think the cartoonist believes that Canada should pursue a more aggressive policy in the North? Explain your response.

Figure 5-30



Skill Builder to Your Challenge

Create a Historical Map

Your challenge for Related Issue 2 is to create a museum display that explores and presents your informed position on the question for this related issue: Should nations pursue national interest?

For the first panel of the display, you will create a historic map to show how a border — or borders — changed because a nation pursued its national interest. As you do this, you will hone your geographic, critical thinking, and written and visual literacy skills.

Step 1: Review the elements of maps

Skim and scan the historical map that opens this chapter. This map shows how borders in the Middle East changed after World War I.

Locate features that helped you understand the information shown on this map. You will need to include these elements on the map you create.

- This map does not include a title. How do you know what this map shows? What would you title this map?
- What is the date of the map? Why do you suppose this date was chosen? Is it important to know the date(s)?
- Locate the legend. What is the purpose of the legend? What does the legend show? How is a legend like a glossary?
- Find the compass rose. Where is north on the map? South? East? West?
- Find the scale. Why is including a distance scale important?
- Examine the labels. What patterns do you notice? How are geographic features distinguished from one another?
- Locate the borders that changed as a result of countries' pursuing their national interests. How are these changes shown on this map?

Step 2: Choose a focus for your map

Skim and scan this chapter to choose an event that involved borders that changed because countries pursued their national interest. Note your ideas, and plan how you will communicate them on your map. Will you, for example, use an overlay like the one on the map of the Middle East? Will you create a legend to explain what happened? Or will you show this another way?

Step 3: Plan your research

Create a list of references that you could consult to gather the information needed to create your map. Your list may, for example, include the Internet, atlases, and historical atlases.

Step 4: Prepare a draft of your map

Use the references to help you prepare a draft of your map. This draft should include the elements that you reviewed in Step 1. Ask your teacher or a classmate for feedback on your draft. Revise your map on the basis of this feedback.

Create a display card that explains the connection between your map and the pursuit of national interest.